



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

127639 - Clarion-Goldfield-Dows CSD Teacher Leadership and Compensation Grant: Cohort 3
Teacher Leadership and Compensation System

Status: Under Review
Signature: Robert A. Olson

Submitted Date: 2015-10-15 04:51:12
Submitted By: Robert Allan Olson

Applicant Information

Project Officer

AnA User Id ROBERT.OLSON@IOWAID
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Title:
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City* Clarion Iowa 50525
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Program Area Teacher Leadership and Compensation
of Interest* System
Fax: 515-532-2628
Agency

Organization Information

Organization Name:* Clarion-Goldfield-Dows Community School District
Organization Type:* K-12 Education
DUNS:
Organization Website: www.clargold.k12.ia.us
Address: 319 3rd Avenue NE

Clarion Iowa 50525
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Fax:
Benefactor
Vendor
Number

Cover Sheet-General Information

Authorized Official

Name* Dr. Robert A. Olson
Title* Superintendent
Organization* Clarion-Goldfield-Dows Community School District
If you are an individual, please provide your First and Last Name.
Address* 319 Third Avenue

City/State/Zip* Clarion Iowa 50525
City State Zip
Telephone Number* 515-532-3423
E-Mail* rolson@clargold.org

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	Anita Frye		
Title	School Business Official		
Organization	Clarion-Goldfield-Dows Community School District		
Address	319 Third Avenue NE		
City/State/Zip	Clarion	Iowa	50525
	<small>City</small>	<small>State</small>	<small>Zip</small>
Telephone Number	515-532-3423		
E-Mail	afrye@clargold.org		
County(ies) Participating, Involved, or Affected by this Proposal*	Franklin County, Hancock County, Humboldt County, Wright County		
Congressional District(s) Involved or Affected by this Proposal*	4th - Rep Steve King (R) <small>Congressional Map</small>		
Iowa Senate District(s) Involved or Affected by this Proposal*	4, 5, 27 <small>District Map</small>		
Iowa House District(s) Involved or Affected by this Proposal*	8, 10, 54 <small>District Map</small>		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique **POSITIVE IMPACT** on minority persons. *

No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique **NEGATIVE IMPACT** on minority persons. *

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.
*

Yes

If YES, present the rationale for determining no impact.

The district is comprised of about 27% Hispanic and 39% District Poverty (52% in the elementary indicates an increasing trend). TLC application is designed to be demographic neutral. All student populations will benefit from anticipated instructional improvement practices.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.*

Yes

Name of Person Submitting Certification.*

Dr. Robert A. Olson

Title of Person Submitting Certification*

Superintendent

Recipient Information

District*

Clarion-Goldfield-Dows Community School District

Use the drop-down menu to select the district name.

County-District Number*

99-1206

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Dr.

Name of Superintendent*

Robert A. Olson

Telephone Number*

515-532-3423

E-mail Address*

rolson@clargold.org

Street Address*

319 Third Avenue NE

City*

Clarion

State*

Iowa

Use the drop-down menu to select the state.

Zip Code*

50525

TLC Application Contact

Honorific	Dr.
Name of TLC Contact*	Robert A. Olson
Telephone Number*	515-532-3423
E-mail Address*	rolson@clargold.org
Street Address*	319 Third Avenue NE
City*	Clarion
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50525

Demographic Profile

October 2014 Certified Enrollment	954
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October 2014 Free/Reduced Lunch %	39
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AEA Number	8
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Please select the TLC model number that most closely resembles your district plan.

TLC Model Number*	Model 3 – Comparable Plan
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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Abstract/Executive Summary

Clarion is the county seat of Wright County with a population of approximately 3,000. Goldfield is located 8 miles west of Clarion, with a population of 700. Dows is located 16 miles southeast of Clarion, with a population of about 500. The district encompasses an area of 362 square miles. The CGD school district spreads across four counties including Franklin, Hancock, Humboldt, and Wright.

Clarion-Goldfield-Dows district mission statement, “Preparing Students Today for Tomorrow” is the guiding principle for all district actions. The implementation of the Teacher Leadership Compensation plan will provide the district a structured, sustainable plan to improve student preparation by increasing leadership opportunities for teachers and promoting meaningful educational collaboration among all staff. This collaborative process will lead to improved instructional practices and increased student achievement, thus increasing the career and college readiness of all our students. CGD’s Teacher Leadership and Compensation plan includes 21 teacher leadership positions, allowing for over 30% of our 70 teachers to hold leadership roles, including:

Leadership Roles
Instructional Coaches (Literacy K-5, Literacy 6-12) 100% out of classroom; 10 additional days; 30% of base salary plus regular teaching salary
Model Teachers (2 lower EL/2 upper EL/2 MS/2 HS) 100% in classroom; no additional days; \$2,000
Technology Teacher Leader (1 per building) 100% in classroom; 5 additional days; \$4,500
Mentor Coordinator (1) 100% in classroom; 3 additional days; \$2,500
Mentor Teachers (as needed) 100% in classroom; no additional days; \$1,000

CGD engaged in an inclusive and transparent development process for our TLC program. The developed plan capitalizes on the strengths of the district and moves us toward meeting targeted staff development and student achievement goals. It also has strong support from teachers, administration, and parents. As a community of educators, CGD has embraced a culture of teacher leadership and an organizational structure that values shared leadership, meaningful collaboration, and professional inquiry. CGD sees our proposed TLC plan as an opportunity to improve our current system. As a district we are always striving to get better. Our district-wide goals include increasing student proficiency in literacy and technology. As a district we believe strongly that improved instruction leads to improved student achievement. The proposed TLC plan aligns with district goals.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 – Comparable Plan

Narrative

Using Part 1 application
narrative from previous
application?*

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Part 1

Teacher Leadership and Compensation: The Clarion-Goldfield-Dows Community Schools (CGD) education community consists of teachers, staff, parents, administrators, community members, and

most importantly students.

The district involved a great number of people in the planning process. All teachers were surveyed to select nominations for a TLC planning committee. A Teacher Leadership Development Committee was formed with six teachers representing all grade levels and disciplines, and all four of the district's administrators. The CGD Teacher Leadership Committee spent approximately 300 cumulative hours developing a Teacher Leadership and Compensation (TLC) program. Activities included in the planning process were:

- Attended TLC workshops with a neighboring school district
- Drafted the district vision for the TLC system
- Set the goals for the TLC system
- Evaluated possible leadership models
- Identified areas of needed support
- Finalized the leadership model selection
- Identified potential leadership roles and teacher support needs; created selection criteria
- Connected leadership roles to the Iowa Professional Development Model
- Reviewed progress of written application narratives for each section
- Planned staff presentation introducing the TLC roles
- Surveyed/interviewed district staff to garner interest and feedback
- Generated a survey to gather feedback about the current mentoring program
- Calculated financial parameters for the TLC plan

The district used the planning grant funds to pay for extra staff time, hire substitute teachers to allow for planning meetings during the school day, and provide additional pay to individuals working on different parts of the application. The funding was allocated to staff in the form of a stipend. Grant funds allowed for a significant amount of time to be spent developing the TLC plan.

Additional research included document reviews of other teacher leadership structures used across the state and contacts to districts with current TLC programs. The grant allowed for time to evaluate potential leadership positions and set specific job descriptions for those positions. Criteria, interview questions, and supporting rubrics were established for selecting individuals to fill leadership positions. Also, supporting documents were created for each part of the application to establish the plan's consistency and sustainability as it strengthens the Iowa Professional Development Model and our current district initiatives.

The full group reviewed several drafts of the application, analyzed survey data, and used feedback from all groups to make adjustments in the final draft.

Administrator commitment: All administrators actively support the direction of the Teacher Leadership and Compensation plan. Administrators were actively involved in the Teacher Leadership Development committee meetings. They also demonstrated their support by hiring substitutes while teachers worked on the planning process.

Teacher commitment: The TLC goals and roles were shared with the entire staff during a professional development day. After the presentation, 100% of the staff was surveyed. Of the responses, 88% were in support of the TLC plan. Seventy percent of the teachers indicated an interest in applying for a leadership role.

Parent and Community Member commitment: The TLC goals and roles were also shared with 26 members of the School Improvement Advisory Committee (SIAC). This group included active members of the community, parents of students currently enrolled in the CGD district, and administration. SIAC members were sent an overview of the TLC Leadership Compensation Grant

Proposal. Committee members were given the opportunity to provide feedback to the TLC planning committee. One SIAC member Duane Asbe commented, "Thank you for sharing the TLC Grant proposal with me. In reviewing the information, it looks like a great opportunity to aid in your quest to help meet your targeted staff development and student achievement goals. In general, what you have laid out in the attachment makes sense to me without any specific questions. I would just say that I applaud you folks for your efforts on this and completely agree that if this grant is awarded to you that it will greatly enhance improved instruction and ultimately improved student achievement. This would certainly aid in helping make the CGD current system even better."

Narrative

Using Part 2 application narrative from previous submission? No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Part 2

Vision and Goals

Vision: The CGD Community School District is committed to developing life-long learners who value themselves, value others, contribute to their community, and succeed in a changing world. We are preparing students today for the challenges and opportunities of tomorrow.

TLC Goal 1: Attract and retain new teachers and ensure they are effective.

New teachers will be provided with a support system including mentors, coaches, model teachers, colleagues, and administration. Beginning teachers will have multiple opportunities to receive professional development based on their needs and the needs of their students. New teachers will receive a competitive starting salary of \$40,214. The district adopted a competitive salary years ago in order to attract new teachers.

District goal: As a district we aim to hire highly qualified teachers that embody the district's core values. We also aim to have 100% of beginning teachers successfully complete the requirements for gaining Standard Licensure.

Evaluation of goal:

- Pre/Post Iowa Teaching Standards Self-Assessment (modified from Iowa State University's Student Teaching Observation Rubric)
- Analysis of retention rate over five years
- Teacher Evaluation and Licensure Process
- Survey about the Mentor Program

TLC Goal 2: Retain effective teachers by providing enhanced career opportunities.

CGD School District aims to retain qualified teachers. Our goal is to have 25% of the staff fill leadership positions with additional contract days, responsibilities, and compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders **mentoring, coaching, and modeling** effective instructional practices in order to fulfill these goals.

District goal: By fall of 2016, we strive to fill our new leadership roles for teacher leaders. The following will be in place for each new position: job descriptions with role functions and criteria for evaluation; completed Individual Teacher Career Development Plan; orientation to the new role; training for administrators in supporting teacher leaders; and orientation to full staff about the Teacher Leadership System.

Evaluation of goal:

- Review of Individual Career Development Plan
- [Employee Satisfaction Survey](#)
- Exit Interview

TLC Goal 3: Promote collaboration among teachers.

As a district our goal is to have 100% of the faculty engage in collaborative opportunities to learn from each other. Our intent is to have a culture of collaboration among our colleagues. From this, our teachers will learn and innovate together as they work to achieve individual and collective goals.

District goal: One of the main components of this goal is to provide teachers with more of a voice in the direction of professional development opportunities and collaboration among peers. Through teamwork and joint effort, much can be accomplished. The words of Henry Ford say it best, "Coming together is a beginning; keeping together is progress; working together is success."

Evaluation of goal:

- Collaboration notes over student data regarding what's working, what's not working, what we're trying with teaching and learning, and identifying the next steps
- Create a structured schedule for collaboration time
- Long term measures for all TLC goals will be impacted by collaboration among teachers

TLC Goal 4: Reward professional growth and effective teaching.

Within the CGD Community we wish to create an environment that highlights teacher skill areas to benefit student learning. These teacher leaders will serve as models to provide high quality instruction in every classroom to maximize learning opportunities for both teachers and students.

District goal: At least 25% of district teachers have leadership roles with monetary incentives.

According to the CGD TLC plan, beginning the fall of 2016, we strive to fill 100% of the identified teacher leader roles.

Evaluation of goal:

- Job descriptions for leadership roles
- Application process
- Selection process for leadership roles
- Review HR data in terms of positions filled

TLC Goal 5: Improve student achievement by strengthening instructional practices.

Preparing students with literary skills, 21st Century skills, increased problem-solving, and analytical skills are the keys to leading students into the world of tomorrow. By implementing the proposed TLC system, which is designed to increase teacher effectiveness, we seek to increase the percentage of students who are demonstrating a year of growth. We aim to close achievement gaps particularly in the areas of literacy and technology.

District goal: Increase the percentage of students highly proficient in reading, math, and science while simultaneously decreasing the number of students who are not proficient in those areas as measured by Iowa Assessments. Voltaire said, "Good is the enemy of great," and within the CGD district we want to cultivate a climate where academic growth is a constant goal and encourage students to surpass expectations.

Evaluation of goal:

- Comparison of gains in student achievement (IA Assessments; NWEA; and FAST) before the TLC plan and each year following
- Successfully meeting Comprehensive School Improvement Plan (CSIP) goals

Using Part 3 application
narrative from previous
submission?*

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school

improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

Part 3

District Initiatives

The CGD CSD has started many initiatives over the years, including Ruby Payne's Poverty Training, Larry Bell's strategies, Love and Logic with Jim Fay, and CHAMPs classroom management expectations. While these are all quality initiatives, we have not implemented any of them over an extended period of time with high fidelity. Our TLC plan will address this issue with focus and structure for district initiatives.

Current Reality #1:

Our district is all over the map in terms of big initiatives. We have many effective tools, but consistency is a problem. We are lacking opportunities to collaborate and devote the time in order to achieve quality implementation over an extended period of time.

TLC Support for #1:

The TLC system provides our district with the opportunity to structure and provide focus for professional development. By clearly outlining our goals for teacher collaboration and student achievement, we are more able to focus on and maintain major initiatives to address our areas of need.

Current Reality #2:

Our TLC committee has identified literacy as the biggest area of concern in our district. With state requirements regarding ELI (Early Literacy Implementation) and ACR (Attendance Center Ranking) we feel it is best to be proactive.

TLC Support for #2:

Instructional coaches will support teachers with data and strategies for instruction, and will promote collaboration by coordinating opportunities for teachers to interact and learn from other teacher leaders.

Current Reality #3:

CGD has implemented a 1:1 device initiative in grades 6-12, and a 2:1 ratio in grades K-5. There have been significant resources devoted to upgrading technology, but we do not currently have structured professional development for teachers to implement technology enriched instruction.

TLC Support for #3:

Through the TLC grant we will create technology teacher leaders in each building. Technology teacher leaders will have familiarity with the technology available to teachers in their building and promote a variety of websites, tools, and apps to foster student growth and teacher effectiveness. However, keeping in mind the end goal is to improve teacher instruction and student achievement. These teachers will be responsible for providing technology professional development to their buildings.

Current Reality #4:

In the past CGD was affiliated with the Prairie Lakes AEA mentor and induction program; however, within the last eight years the district has moved away from this program and implemented our own set of guidelines.

Regrettably, it has not been an extremely structured program and has had minimal requirements. Fortunately, we have filled mentor positions with quality teachers, but as a district we feel the need for a more valid and reliable system for tracking mentee success.

TLC Support for #4:

The M&I (Mentoring and Induction) program is to support and help new teachers as they work toward their standard license (2 years), and guide teachers who are new to the district with a standard license prior to employment (1 year). The mentors will demonstrate the ability to coach and assist new teachers. The TLC mentoring and induction requirements will give our M&I program the structure it needs.

Current Reality #5:

Right now, our collaboration is best described as informal. Teachers regularly meet and work together, but there is no framework and it is not data-driven. Most teachers feel they are not provided the time to effectively and efficiently collaborate with colleagues and analyze data. In simple words, we currently have no idea how to provide regularly scheduled time for our teachers to collaborate.

TLC Support for #5:

As a district our goal is to have 100% of the faculty engage in collaborative opportunities to learn from each other. Our intent is to have a culture of collaboration among our colleagues. From this our teachers will learn and innovate together as they work to achieve individual and collective goals. The teacher leaders will work with teachers and administration to develop a structured schedule for collaboration time.

Using Part 4 application narrative from previous submission?*

No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Part 4:

Improve Teachers' Entry into the Profession

Past Requirements for Mentoring:

In the past CGD was affiliated with the Prairie Lakes AEA mentor and induction program; however, within the last eight years the district has moved away from this program and implemented our own set of guidelines.

Regrettably, it has not been an extremely structured program and has had minimal requirements. Fortunately, we have filled mentor positions with quality teachers, but as a district we feel the need for a more valid and reliable system for tracking mentee success.

Mentee Data:

Recently, the district sent out a survey to the teachers hired within the last 10 years. Out of 24 surveyed, 15 were a part of the Mentor and Induction (M&I) program. From this data, we have identified issues within the current M&I program. Some of the issues include:

- Training new teachers on policies, procedures, ongoing initiatives, and handbook
- More structured collaboration and observation time at the beginning of the year and regularly throughout the school year
- Mentors assigned according to mentee need
- Scheduled time for the mentor and mentee pair to meet
- Orientation for teachers new to the district

Improved Requirements:

The goal of the M&I program is to support and help new teachers as they work toward their standard license (2 years), and guide teachers who are new to the district with a standard license prior to employment (1 year). The mentors will demonstrate the ability to coach and assist new teachers. They will conduct monthly observations of their mentees and will have their mentees observe their classrooms once a month. Mentor teachers will work closely with the mentor coordinator, the instructional coaches, and technology teacher leaders to provide a variety of learning opportunities for mentees. The mentor coordinator will meet regularly with all mentors and mentees to support and assist new teachers and teachers who are new to the district.

Mentors and mentees will meet for two days prior to the master contract start date. The mentor coordinator and instructional coaches will present policies, procedures, ongoing initiatives, and handbook information on the first day. The second day will be collaboration between mentor and mentee pairs with the mentor coordinator checking in with each pair throughout the day.

One of the major gaps within our mentor and mentee program is the opportunity for the mentee and mentor to observe each other. This opportunity needs to be scheduled and planned. A bi-weekly meeting will be required for each pair as well as a monthly meeting between all M&I personnel.

From the data collected in the survey, past mentees expressed the need for differentiated support. In order to ensure the mentee's specific needs are met, the mentor coordinator will conduct an interview to learn about each mentee's preferences in a mentor.

Our district already attracts new teachers with a competitive beginning salary of \$40,214. Our goal now is to retain these teachers and ensure they are highly effective through the structured support of the M&I program.

Narrative

Using Part 5 application narrative from previous submission?*

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5

Teacher Leadership Roles

A. Teacher Roles

Our district will create 21 new positions to establish meaningful teacher leadership roles to fit our student learning goals. These positions include two instructional coaches, eight model teachers, three technology teacher leaders, one mentor coordinator, and mentor teachers as needed. Teacher leaders will work together with administration and other teachers to collaborate on strategies and professional development to support and foster growth in teaching skills that will lead to increased student achievement. These roles were created based on district goals and identified areas in need of improvement.

Teacher Roles	Teaching Assignment	Length of Assignment	Additional Days	Salary Supplement
Instructional Coaches (total: 1 Literacy K-5, 1 Literacy 6-12)	100% out of the classroom	1 year	10 days	30% of base salary
Model Teachers (8)	100% classroom	1 year	0	\$2,000
(2 lower EL/2 upper EL/2 MS/2 HS)				
Technology Teacher Leader (3) 1 per building	100% classroom	1 year	5 days	\$4,500
Mentor Coordinator (1)	100% classroom	1 year	3 days	\$2,500
Mentor Teachers (as needed)	100% classroom	1 year	0	\$1,000

Instructional Coach

Qualifications: Instructional coaches will work to align district goals with best teacher practice in order to promote growth in reading and technology. Instructional coaches will be responsible for interpreting data and collaborating with staff to identify and improve areas of need based on NWEA, Iowa Assessments, FAST, and other assessments. They will work with administrators to coordinate an alignment between professional development and individual teacher career plan goals. They will support teachers with data and strategies for instruction, and will promote collaboration by coordinating opportunities for teachers to interact and learn from other teacher leaders.

Additional days: Instructional coaches contract shall be 10 days longer than teachers' contracts, and the 10 additional days will be used to strengthen instructional leadership of model teachers, data collection and analysis, research curriculum, and work on alignment. The number of extra contract days is subject to change each year depending on need.

Length of Assignment: 1 year

Teaching Assignment: 100% out of the classroom

Salary Supplement: 30% of base salary

Duties:

- Develop model classrooms in each building and coordinate model teachers
- Work with individual teachers to help implement research-based instructional strategies

- Work with administration and teachers to create Professional Development based on teacher and student needs
- Will **not** conduct teacher evaluations

Model Teachers

Qualifications: Our plan calls for eight model teachers distributed between early elementary, upper elementary, middle, and high school levels. Model teachers will be expected to serve as exemplary models for other staff to observe at any time.

Additional days: 0

Length of Assignment: 1 year

Teaching Assignment: 100% classroom

Salary Supplement: \$2,000

Duties:

- Accept other teachers into the model classroom and provide follow-up discussion with observers
- Work with instructional coaches to promote and demonstrate effective teaching strategies

Technology Teacher Leader

Qualifications: Each building (elementary, middle, high school) will have a technology teacher leader. These are full-time classroom teachers who will seek out and share new ways for teachers to integrate technology into the classroom to promote meaningful learning. Technology teacher leaders will have familiarity with the technology available to teachers in their building and will promote a variety of websites, tools, and apps to foster student growth and teacher effectiveness. These teachers will be responsible for providing technology professional development to their buildings.

Additional days: 5 days

Length of Assignment: 1 year

Teaching Assignment: 100% classroom

Salary Supplement: \$4,500

Duties:

- Seek out new educational technology and provide clear instruction for other teachers on how to integrate and implement its use
- Match technology resources with teachers in various content areas
- Create and present professional development on technology integration
- Work with instructional coaches and administrators to align technology use with district goals
- Will **not** be responsible for issues regarding technology repairs or purchase

Mentor Coordinator

Qualifications: The mentor coordinator will oversee the district mentoring program. The mentor coordinator will meet regularly with all mentors and mentees to support and assist new teachers and teachers who are new to the district. The coordinator will also collaborate with instructional coaches and model teachers to ensure that new teachers are exposed to a variety of opportunities for growth and reflection.

Additional days: 3 days

Length of Assignment: 1 year

Teaching Assignment: 100% classroom

Salary Supplement: \$2, 500

Duties:

- Supervise the mentorship program
- Work with administrators and all teacher leaders to ensure mentees have a strong network
- Provide professional development for mentor teachers and mentees to create a supportive, effective relationship

Mentor Teachers

Qualifications: Mentor teachers will support and help new teachers as they work toward their standard license (2

years), and support teachers who are new to the district (1 year). The mentors will demonstrate the ability to coach and assist new teachers. They will conduct monthly observations of their mentees and will have their mentees observe their classrooms once a month. Mentor teachers will work closely with the mentor coordinator, the instructional coaches, and technology teacher leaders to provide a variety of learning opportunities for mentees.

Additional days: 0

Length of Assignment: 1 year

Teaching Assignment: 100% classroom

Salary Supplement: \$1,000

Duties:

- Plan observations for mentee teachers and conduct follow-up conversations and reflection
- Develop a supportive professional relationship with mentee teachers to encourage growth and teacher retention
- Work with other teacher leaders as part of a strong support network for new teachers

B. TLC Cohesiveness

All teacher leadership roles will require teacher leaders to work together to accomplish district goals. Instructional Coaches will work with Model Teachers to provide opportunities for all teachers to observe research-based instructional strategies that support teacher growth and student learning. Technology Teacher Leaders will work with Instructional Coaches and Model Teachers to effectively integrate technology. The Mentor Coordinator will work closely with Instructional Coaches, Model Teachers, Technology Teacher Leaders, and Mentor Teachers to ensure new teachers will have a variety of classrooms and strategies to observe and learn from. All of these teacher leaders will take feedback from classroom teachers to promote professional development based on what teachers actually need. They will meet with administrators to identify need and propose solutions.

Our district plan will provide more collaboration for teachers, something we desperately need. It will allow us to support each other and work together to better ourselves and our students. This system will encourage teachers to be leaders and role models for colleagues, and will help to retain teachers by creating a strong collaborative environment where teachers feel accepted and assisted. Our students will not only benefit from the increased focus on quality instruction, but also from the strength of caring professionals working together to provide the best possible educational environment.

Using Part 6 application narrative from previous submission?*

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Part 6

Teacher Leader Selection

The CGD TLC planning team has developed a rigorous selection process that includes multiple measures for examining past effectiveness and professional growth that will assist the team in recruiting, interviewing, selecting, evaluating, and reassigning the most qualified candidates.

Recruit A district-wide meeting will be held to share the opportunities and benefits of teacher leadership. Teachers who have worked in CGD district at least 1 year and also have at least 3 years of teaching experience will be eligible to apply. Teacher leadership positions will be posted, and the TLC planning team will encourage teachers to apply.

Training of Selection Panel The Selection Committee will be made up of teachers and administrators with each building being represented. Teacher members of the TLC Planning Committee were nominated by CGD staff and will serve on the Selection Committee. If a committee member decides to apply for a leadership position, he/she will be excused from the interviews for that position. Confidentiality will be maintained throughout the selection process.

Committee members will become familiar with selection criteria and the Teacher Leader Self-Assessment rubrics from the Center for Strengthening the Teaching Profession.

PHASE 1 Each applicant will:

Initial
Application

- Write a letter of application explaining why the applicant wants the position and why the position is important to the district. The applicant should describe his/her experiences, expertise, and attributes that would enable him/her to be effective and grow professionally in this role.
- Submit a resume showing evidence of continued growth as a professional and prior leadership experiences.
- Submit two letters of reference.
- Complete the Teacher Leader Self-Assessment rubrics from Center for Strengthening the Teaching Profession.

All materials will be screened by the Selection Committee who will determine which applicants will receive an interview.

PHASE 2 The interview process will seek to evaluate the applicant's educational practices. The applicant should demonstrate how he/she has sought to continue to learn and grow as an educator. Interview The interview will seek to understand the applicant as a leader:

- What leadership roles have they assumed in the past?
- Why are they interested in a leadership role at this time?
- How do they envision themselves as a leader?
- How can they work with other leaders to move the district forward?

Scoring The Selection Committee will look for evidence indicating the following:

- The applicant's interview and application packet reflect the qualities of an effective teacher leader as outlined in The Teacher Leadership Framework from the Center for Strengthening the Teaching Profession.
- The applicant is a reflective practitioner.
- The applicant is open to change and new ideas.

PHASE 3 The Selection Committee will discuss the top candidates and make recommendations to the superintendent for each position.

Final
Selection

PHASE 4 For the Annual Review of Assignment, the Selection Committee will examine the following evidence:

Yearly
Review and
Reapplication

- Data and artifacts illustrate student learning is impacted.
- Each teacher leader will be continuously involved in self-improvement using the Teacher Leader Self-Assessment rubrics from Center for Strengthening the Teaching Profession. As part of this self-reflection, they will develop a professional growth plan which will help to move them forward in their practice. (Measure of professional growth)
- Surveys will be used to collect feedback from peers regarding their experiences with teacher leaders. (Measure of effectiveness)
- Triangulating the above evidence will give the Selection Committee ample evidence for making decisions about initial assignment or reassignment as an effective teacher leader. (A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.)

Narrative

Using Part 7 application narrative from previous submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

Part 7

Professional Development

The TLC plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Instructional Coaches (ICs), Model Teachers (MTs), Tech Teacher Leaders (TTLs), Mentor Coordinator, and Mentor Teachers have an extensive role in the development and delivery of CGD Community (CGD) School District's Professional Development Plan. The CGD CSD will use the TLC plan to help incorporate the key elements of the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	ICs, TTLs, and Mentor Coordinator will review building-level student data, C-Plan goals, and AYP results to determine areas of need and assistance in the development of building and district-wide PD plans.
Collect and Analyze Data	All District Teachers will collect and analyze student data according to the CGD Assessment Plan. ICs, TTLs, MTs and Mentor Coordinator will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative assessment to drive instruction.
Goal Setting and Student Learning	ICs and MTs will lead the goal setting and instructional strategy selection process based on system data (from TIER, EdInsight, MAP, etc.) to ensure that the goals support the attainment of the Iowa Core. ICs will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. ICs will facilitate the peer review process with their team members. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom.
Selecting Content	ICs will review resources to select the most effective, evidence-based strategies and materials to increase student achievement based on the Iowa Core and teacher needs.
Designing Process	The Professional Development Team (ICs, TTLs, Mentor Coordinator, along with administration) will design PD to include theory, demonstration, practice, and collaboration, while reflecting the IPDM for all teachers. ICs will differentiate support for individual teachers and building level teams based on their specific needs.
Training and Learning Opportunities	The Professional Development Team or those with the necessary expertise will deliver district and building PD and align with current district initiatives, including K-12 literacy and Iowa Core implementation. ICs will co-teach and model learning strategies being studied in PD. ICs will support teachers to implement their new learning.
Collaboration	The Professional Development Team will lead work through collaborative design and facilitation of professional learning. ICs will collaborate with administration on a regularly scheduled

	basis. Model Teachers and Mentor Teachers will provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives.
Implementation	All Teacher Leaders will focus on the priority of the district TLC plan to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposeful professional learning.
Formative Evaluation	ICs and MTs will collect and analyze progress data on professional development implementation and its impact on student achievement data. The results of the formative data set will be shared at grade level and content area meetings to inform decision-making.
Program Evaluation	The Professional Development Team will use the following data points to measure the effectiveness of the district professional learning plan: <ul style="list-style-type: none"> •student achievement data •implementation data from grade level and content area team notes •walkthrough data from building principals <p>This information will also be shared out with the district SIAC, CGD staff, and the public.</p>
Developing Teacher Career Plans	Administration, ICs, and Mentor Teachers will assist teachers in writing their career development plans by analyzing data, setting SMART goals, and designing action steps to meet those goals. ALL Teacher Leaders will be involved in supporting teachers in continued data analysis throughout the year to ensure that teachers are using data to measure progress on their growth goal.

Using Part 8 application narrative from previous submission?*

No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Part 8

Monitoring the Plan

Vision: The Clarion-Goldfield-Dows Community School District is committed to developing life-long learners who value themselves, value others, contribute to their community, and succeed in a changing world. We are preparing students today for the challenges and opportunities of tomorrow.

TLC Goal 1: Attract and retain new teachers and ensure they are effective.

New teachers will be provided with a support system including mentors, coaches, model teachers, colleagues, and administration. New teachers will receive a competitive starting salary of \$40,214. The district adopted this years ago in order to attract new teachers.

District goal: As a district we aim to hire highly qualified teachers that embody the district's core values. We also aim to have 100% of beginning teachers successfully complete the requirements for gaining Standard Licensure.

Evaluation of goal:

Short term measures:

- Pre/Post Iowa Teaching Standards Self-Assessment (modified from Iowa State University's Student Teaching Observation Rubric; done monthly)
- Survey about the Mentor Program (each semester to allow for adjustments)

Long term measures:

- Analysis of retention rate over five years
- Teacher Evaluation and Licensure Process

TLC Goal 2: Retain effective teachers by providing enhanced career opportunities.

The CGD School District aims to retain qualified teachers. Our goal is to have 25% of the staff fill leadership positions with additional contract days, responsibilities, and compensation. Teachers will undergo a rigorous selection process to ensure that we have the highest quality teacher leaders **mentoring, coaching, and modeling** effective instructional practices.

District goal: By fall of 2016, we strive to fill our new leadership roles for teacher leaders. The following will be in place for each new position: job descriptions with role functions and criteria for evaluation; completed Individual Teacher Career Development Plan; orientation to the new role; training for administrators in supporting teacher leaders; and orientation to full staff about the Teacher Leadership System.

Evaluation of goal:

Short term measures:

- Review of Individual Teacher Career Development Plan (used twice a year to guide personal professional development with support from instructional coaches)
- [Employee Satisfaction Survey](#) (used twice a year to evaluate employee working conditions)

Long term measures:

- Exit Interview (to determine reasons for leaving the district, and gather data for ongoing improvement)

TLC Goal 3: Promote collaboration among teachers.

As a district, our goal is to have 100% of the faculty engage in collaborative opportunities to learn from each other. Our intent is to have a culture of collaboration among our colleagues.

District goal: One of the main components of this goal is to provide teachers with more of a voice in the direction of professional development opportunities and collaboration among peers. Through teamwork and joint effort, much can be accomplished.

Evaluation of goal:

Short term measures:

- Collaboration notes over student data regarding what's working, what's not working, what we're trying with teaching and learning, and identifying the next steps
- Create a structured schedule for collaboration time

Long term measures:

- Annual reviews will evaluate the effectiveness of each position and recommend adjustments.
-

TLC Goal 4: Reward professional growth and effective teaching.

Within the CGD Community we wish to create an environment that highlights teacher skill areas to benefit student learning. These teacher leaders will serve as models to provide high quality instruction in every classroom to maximize learning opportunities for both teachers and students.

District goal: At least 25% of district teachers have leadership roles with monetary incentives.

According to the CGD TLC plan, beginning the fall of 2016, we strive to fill 100% of the identified teacher leader roles.

Evaluation of goal:

Short term measures:

- Job descriptions for leadership roles
- Application process
- Selection process for leadership roles

Long term measures:

- Review HR data in terms of positions filled

TLC Goal 5: Improve student achievement by strengthening instructional practices.

Preparing students with literary skills, 21st Century skills, increased problem-solving, and analytical skills are the keys to leading students into the world of tomorrow. By implementing the proposed TLC system, we seek to increase the percentage of students who are demonstrating a year of growth. We aim to close achievement gaps

particularly in the areas of literacy and math.

District goal: Increase the percentage of students highly proficient in reading and technology, while simultaneously decreasing the number of students who are not proficient in those areas as measured by Iowa Assessments. Within the CGD district we want to cultivate a climate where academic growth is a constant goal and encourage students to surpass expectations.

Evaluation of goal:

Short term measures:

- Collaboration notes over student data regarding what's working, what's not working, what we're trying with teaching and learning, and identifying the next steps (use formative assessment to highlight areas of need)

Long term measures:

- Comparison of gains in student achievement (IA Assessment; NWEA; and FAST) before the TLC plan and each year following
- Successfully meeting CSIP Goals
- Demonstrate student achievement growth at every building and associated (ACR) Attendance Center Ranking improvement annually.

Using Part 9 application narrative from previous submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Part 9

Implementing and Sustaining the Plan

The vision of the CGD Community School District in partnership with parents and community members is committed to developing life-long learners who value themselves, value others, contribute to their community, and succeed in a changing world. We are preparing students today for the challenges and opportunities of tomorrow.

Successful Implementation of Past District Initiatives

Our district is all over the map in terms of big initiatives. We have many effective tools, but consistency is a problem. We are lacking opportunities to collaborate and devote the time in order to achieve quality implementation over an extended period of time. Despite our issues, CGD has still been successful at implementing the following initiatives:

- **Technology:** The availability of technology has allowed us to utilize a variety of online resources to improve teaching and learning.
 - 1:1 Initiative at the middle and high school: In April of 2013, our middle school went 1:1 with Ipad. In November of 2013, our high school went 1:1 with laptops.
 - Classroom Device Initiative at the elementary level: All K-5 classrooms have one device per two students.
 - All teachers on staff have a laptop, an Ipad, a projection device, and an Apple TV for their classrooms.
 - We have maintained a regular cycle of replacement and updates on all district computers and Ipad every two years.
- **Preschool:** Approximately 25 years ago, CGD was one of the first districts in the state to implement a district-funded preschool for three and four-year-old students.
- **Regional Consortium:** CGD participates in collaboration with five school districts to provide professional development opportunities.
 - Regional Career Academy: In collaboration with Consortium schools and Iowa Central Community College, the Academy was created to provide a broader range of post-secondary opportunities for students.
 - Regional Curriculum Development: In partnership with Prairie Lakes AEA, Consortium schools have worked together to implement best practices and curriculum alignment since 2010.

With any new initiative, implementation can be affected by issues such as changing student needs, lack of funds and planning, and staff turnover. Through the support of the administrative team, collaboration among teacher

leaders, program data analysis, and monitoring and adjustment, we feel confident in our ability to address challenges and ensure program sustainability.

Sustaining the Plan Through Clearly Defined Roles and Responsibilities

Clearly defined Through the TLC program, leadership roles will be strengthened roles with more specific roles and duties.

Leadership TLC will provide the funding to obtain more specific training to support teacher leaders.

Communication TLC will provide the funding needed to meet, discuss, plan, and structures share on a much more frequent basis than previously held.

Access to Full-time Instructional Coaches will have both the time and professional resources available to access and share with staff the most knowledge recent research-based best practices.

Involvement of TLC will help promote routines to support building relationships family and with parents based on student learning. community

Data routines TLC will allow for more modeling of data-based decision-making and evidence-based discussions.

The Professional Development Team will review feedback to ensure the quality of the program continues.

Leadership role duties will include:

- **Administration:** Provide vision and support; communicate between Department of Education and teacher leaders any changes or updates to TLC program; regularly communicate with all stakeholders
- **Professional Development Team:** Conduct quarterly review of rubric feedback; respond to feedback; modify professional learning
- **Teacher Leaders:** Work with administration to ensure smooth transitions; commit to improving instruction; regularly communicate with all staff

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and Yes

career teacher levels.*

Teacher Compensation – A
 teacher employed in a
 school district shall not
 receive less compensation
 in that district than the
 teacher received in the
 school year preceding
 implementation of the
 district's TLC plan.*

Yes

Applicability – the
 framework or comparable
 system shall be applicable
 to teachers in every
 attendance center operated
 by the school district.*

Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$57,876.39
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$179,816.64
Amount used to provide professional development related to the leadership pathways.	\$8,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	
<i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$17,044.02
Totals	\$262,737.05

Grant Allocation

*Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.*

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 944.9

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$295,451.33

Total Allocation \$295,451.33

Other Budgeted Uses - Description

Item description	Amount budgeted
Substitutes	\$8,044.02
Instructional Materials & Software	\$9,000.00

\$17,044.02

Total Allocation Budgeted

Total Projected Amount to be Expended \$262,737.05

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$32,714.28

Budget Alignment

Using Part 10 application narrative from previous application?*

No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Narrative

CGD Community School District exceeds the minimum salary requirement of \$33,500. A beginning teacher with no previous contracted teaching experience is hired on step three of the salary schedule. The FY16 beginning salary is \$40,214.

The allocation for salary supplements for leadership roles is designated for teachers with teaching assignments with additional leadership responsibilities. This includes Model Teachers, Technology Teacher Leaders, Mentors, Mentor Coordinator, and the TLC Selection Committee Members. The budget allocates \$57,876.39 for this TLC component. This budget item includes other associated costs such as the district's portion of IPERS & FICA, AD&D, and LTD.

Position	Number of Positions	Stipend	Subtotal	IPERS & FICA	Life & AD&D	LTD	Total
Model Teacher	8	\$2,000.00	\$16,000.00	\$2,652.80	\$0.32	\$54.40	\$18,707.52
Technology Teacher Leader	3	\$4,500.00	\$13,500.00	\$2,238.30	\$0.27	\$45.90	\$15,784.47
Mentor Coordinator	1	\$2,500.00	\$2,500.00	\$414.50	\$0.05	\$8.50	\$2,923.05
Mentor Teacher	10	\$1,000.00	\$10,000.00	\$1,658.00	\$0.20	\$34.00	\$11,692.20
TLC Selection Committee	6	\$1,2500.00	\$7,500.00	\$1,243.50	\$0.15	\$25.50	\$8,769.15
						Total:	\$57,876.39

The district plans to include two full-time Instructional Coaches. The budget allocates \$179,816.64 for this TLC component. This includes compensation for the teacher salary had they stayed teaching in the classroom plus an additional 30% of the base salary. This budget item includes benefits associated with full-time teacher positions. Benefits include IPERS & FICA, AD&D, LTD, medical insurance, dental insurance, life insurance, and what would have been paid by state funded Teacher Salary Supplement (TSS) and District Effort to support TSS. This allocation also includes an extended contract of 15 days for planning. The regular teaching salary allocation was estimated using the average (mean) salary index. The total salary index of eligible teachers was divided by the Full-Time Equivalence (FTE) to determine the mean salary index of 1.60327 or a total regular salary and benefits of

\$79,141.55 for each Instructional Coach or \$158,283.11 for two positions. The additional allocation of 30% of the base salary, including benefits equals \$10,766.76, or \$21,533.53 for two positions. The total budgeted compensation for each full-time Instructional Coach is \$89,908.32. Two instructional coaches equals \$179,816.64. Obviously this is a budget figure and will likely be more in FY17 with a different base salary and mean salary index. Employees who elect to take family insurance, receive additional district financial support (\$250 per month). Teachers with 17 years or more of teaching experience in the CGD CSD also receives \$1,900 longevity stipend and additional longevity compensation, depending on experience and educational lane. Family insurance and longevity costs are not included in this budget estimate component.

Base Salary		Mean Index	Mean Individual Base Salary	TSS State	TSS District		Regular Two Days PD	Mean Individual Total
\$30,695.00	30%	1.60327	\$49,212.37	\$6,246.54	\$816.22	\$56,275.13	\$589.27	\$56,864.40
Instructional Coach	#	Stipend	Subtotal	IPERS & FICA	Life & AD&D	LTD	Single Medical & Dental Insurance	Total
Stipends	2	\$9,208.50	\$18,417.00	\$3,053.54	\$0.37	\$62.62		\$21,533.53
Salaries	2	\$56,864.40	\$113,728.80	\$18,856.24	\$35.80	\$186.99	\$25,475.28	\$158,283.11
							Total:	\$179,816.64

The CGD TLC plan includes \$8,000 for additional professional development outside of professional development conducted in-house. It is anticipated that personnel in leadership positions will need additional professional development to better interpret data, examine exemplary instructional programs to share with staff, model instruction and be equipped to positively impact instruction.

It will be necessary to hire substitutes to cover classrooms when teachers in leadership positions are observing, team-teaching, out of the district for professional development, conferencing, planning, etc. The budget allocates the equivalent of 60 days for substitutes at \$115.00 per day or \$8,044.02, which includes the district's portion of IPERS and FICA. Obviously this is a budget figure and could actually be more or less in FY17 with a different daily substitute pay and actual days used.

The district allocated \$8,100.00 for instruction materials and software associated with providing professional development for teachers, data analysis, and improving instruction. This was calculated by budgeting for 27 teachers in leadership positions with individual budgets of \$300.00.

The district allocated \$9,000.00 to provide for instructional materials and software associated with implementing research-based instructional strategies that show significant improvements in Student Academic Performance (SAP). This budget allocation is accessible for any teacher in leadership.

Unallocated Balance & Reserve is \$32,714.28. The actual salary index of Instructional Coaches will differ from the mean salary index. Salary related increases anticipated in the FY17 include base salary, medical insurance, dental insurance, and unanticipated expenses.